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ABSTRACT

Evaluation of the Cabell County's (West Virginia) Program was based upon a list of program objectives directed toward improving student and community attitudes toward career education through a program of career exploration. Focus was on helping tenth grade students explore occupational interests and abilities in a school setting and at four different work sites. Through standardized tests, interviews, and surveys, information was collected from program staff, students enrolled in the program, educators within the school system, participating employers, parents of enrolled students, and project records. Findings were that the overall reaction to the program was generally positive. Gains in student test scores were not up to hypothesized standards. The short time period between data collection efforts could have caused some of the inconsistencies. As a result, a comprehensive follow-up of 1977-78 students was suggested. Fourteen recommendations included instituting a better system of rotating students between job sites, and providing students with more in-school time at the beginning of the year so that important peer relationships might develop. (Half of this report is comprised of the appendix which includes the original project objectives and outcomes, descriptions of the tests administered, employer and parent questionnaires, and a biblicgraphy of EBCE "core materials.") (BL)

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THIRD PARTY EVALUATION
OF A
PART D EXEMPLARY PROJECT
ENTITLED
"EXPERIENCE BASED CAREER EDUCATION"

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CABELL COUNTY BOARD OF EDUCATION
DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
620 Twentieth Street
Huntington, West Virginia 25703

by

ASSOCIATED EDUCATIONAL CONSULTANTS, INC.
9800 McKnight Road
Pittsburgh, Pennsylvania
15237

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THIRD PARTY EVALUATION OF A PART D EXEMPLARY PROJECT ENTITLED "EXPERIENCE-BASED CAREER EDUCATION"

Chapter I

INTRODUCTION

The project of focus in this evaluative document is the Experience-Based Career Education (EBCE) Program of Cabell County, West Virginia. The implementation of this model which was constructed through the Appalachian Educational Laboratory has occurred in other districts throughout the country, but usually with older high school students. The subjects in this case were tenth grade students.

This report concerning a unique educational innovation has been prepared to offer formative data from which future program efforts might be built. This seems to be the most justifiable approach since the actual EBCE starting date was in February, 1977. The baseline data of four months allows for a perfect pilot situation.

Evaluation studies of the program in future years should gradually become more summative in nature while still allowing for recommendations for program modification.

In order to help insure the anonymity of all data sources for future phases of the program, the information in this document is summarized and presented in grouped order.

Chapter II

EVALUATION PROCEDURES

The Cabell County Experience-Based Career Education program was evaluated externally by Associated Educational Consultants, Inc., of Pittsburgh, Pennsylvania. The evaluation methodology utilized was based upon a detailed list of objectives as presented in the original project proposal (see Appendix A). The outcome objectives are dichotomized into student and community outcome classifications. Specific process objectives are also presented for each of these classifications in addition to the general program process objectives. In order to assess the impact of these outcome objectives, information was collected from a variety of sources. These included the program staff, the students enrolled in the program, other educators within the school system, participating employers, the parents of the enrolled students and project records. The results section of this report will be subdivided according to each of these data-supplying groups.

Information was collected from the target groups by three primary data collection methods; standardized tests, interviews and surveys. Two standardized tests, the Test of Academic Progress and the Career Maturity Inventory, were administered on a pre - post basis to both the EBCE students and a control group of students. Descriptive information concerning these two tests is presented in Appendices B and C, respectively. Group interview techniques were employed to obtain information from the EBCE students and also from the Learning Coordinators. Individual interviews were held with the Project Director and Project Coordinator as well as other educators within the County. Mailed surveys were the vehicles used to extract information from the employers and the parents (see Appendices D and E).

Chapter III

SUMMARY OF FINDINGS

Students - Assessment data was collected from the students by two methods, standardized tests and a group interview. Preliminary information was collected in terms of a pre-test for both the EBCE students or February 9, 1977, and from the control group on February 20, 1977. Thirty-eight EBCE students and forty control group students were given the Test of Academic Progress (TAP). All of the EBCE group completed the four TAP subscales, whereas half of the control group took the social studies and mathematics sections and the other half of the control group students took the science and reading sections. This format of administration was used due to a limited access to the control group. The Career Maturity Inventory (CMI) was administered to thirty-eight EBCE students and forty control group students.

The EBCE group was post-tested on May 2, 1977, with thirty-three students taking the Test of Academic Progress and thirty-nine taking the Career Maturity Inventory. A post-test was held for the control group on May 3, 1977, with thirty-one students using the same format as in the pre-test.

Summary data for both the pre- and post-test administrations is presented in Tables 1 and 2.

Table 1

TEST OF ACADEMIC PROGRESS
MEAN SCORES FOR PRE-AND POST-TESTS

Subscale	EBCE		Control		Total Possible Score
	Pre $\bar{X}$	Post $\bar{X}$	Pre $\bar{X}$	Post $\bar{X}$	
Social Studies	34.55	35.52	24.00	22.75	60
Science	28.91	28.51	29.83	30.83	60
Reading	39.21	40.55	35.42	38.67	64
Mathematics	17.33	18.67	15.33	14.17	48

Table 2

CAREER MATURITY INVENTORY
MEAN SCORES FOR PRE- AND POST-TESTS

Subscale	EBCE		Control		Total Possible Score
	Pre $\bar{X}$	Post $\bar{X}$	Pre $\bar{X}$	Post $\bar{X}$	
Attitude	36.71	35.92	31.96	34.42	50
Self-Appraisal	16.18	13.13	14.25	12.71	20
Occupational Information	18.07	16.53	16.04	14.54	20
Goal Selection	16.15	13.76	14.33	12.54	20
Planning	13.52	13.97	12.92	12.75	20
Problem Solving	11.00	11.05	9.83	9.13	20

In reviewing the means for the TAP subscales in Table 1, it can be noted that the EBCE group outscored the control group on all subscales except science on the pre-test and kept this same pattern on the post-test.

In order to determine whether either group made greater relative progress in any of the academic areas between the two testings, difference scores (post-test score - pre-test score) were calculated and a t-test was computed to determine if the difference in gain for the two groups was statistically significant. The information is reported in Table 3.

Table 3

MEAN DIFFERENCE SCORES FOR TEST OF ACADEMIC PROGRESS

Subscale	EBCE $\bar{X}$ Difference	Control $\bar{X}$ Difference	t
Social Studies	.97	-1.25	.99
Science	- .39	1.00	.82
Reading	1.33	3.25	.75
Mathematics	1.33	-1.17	1.66

Table 4

MEAN DIFFERENCE SCORES FOR CAREER MATURITY INVENTORY

Subscale	EBCE $\bar{X}$ Difference	Control $\bar{X}$ Difference	t
Attitude	- .79	2.46	1.28
Self-Appraisal	-3.05	-1.54	.50
Occupational Information	-1.55	-1.50	.02
Goal Selection	-2.39	-1.79	.21
Planning	.45	- .17	.71
Problem Solving	.05	- .70	1.25

An examination of this data indicates a small increase in the scores of the EBCE group on all subscales except science where a negligible decrease was noted. The control group showed an increase on the science and reading sections and a decrease on the other two. This relatively small change in the scores of the two groups must be expected in the short time period between the pre- and post-tests. As indicated by the t-test results in column three of Table 3, the difference in gains made by the two groups on each subtest was statistically non-significant.

Referring to the CMI summary data in Table 2, a pattern of decreasing scores from pre- to post-test can be seen except for the EBCE group on the Planning and Problem Solving subtests and for the control group on the Attitude scale. The EBCE group, however, outscored the control group in all areas. The short time period between administrations, as with the TAP, probably affected any greater changes in scores.

The actual gains or losses from pre- to post-test are reported in Table 4. As before, the t-test data indicates no significant gains made by one group relative to the other.

In summarizing the standardized testing data, two conclusions can be formulated:

1. The EBCE students did not demonstrate any significant loss academically as measured by the TAP.
2. The EBCE students did not make hypothesized increases on the CMI subscales although they did outscore the control group in all areas.

The short duration of the program during this first phase could very easily have affected these results.

Questionnaires were administered in May to only the EBCE students in a group setting in order to obtain their feelings concerning the program. At the time of this administration, eighteen students were at their first placement, twenty-nine were in their second, twenty-four in the third and four were at their fourth site.

Students were asked what effect the program had on changing pre-program career plans. In response, thirty-nine students (52%) said that their plans remained the same, sixteen (21%) altered their plans, thirteen (17%) had plans before but were now undecided, three (4%) were undecided on the pre-test but were able to focus on a career choice by the end of the program and four (5%) remained undecided.

The students were generally positive about the program. This can be noted in that 85% of the respondents would recommend it to a friend and 68% would remain in it for another year if possible.

The EBCE students (87%) also felt that they had received good academic preparation. Some indication was given that although the overall presentation was good, some subjects could use improvement. Table 5 summarizes the frequencies of how students rated the presentation of each of their subjects.

Table 5

STUDENT RATING OF CURRICULUM PRESENTATION

	Good	Bad
English	46	15
Mathematics	35	27
Science	41	20
Social Studies	43	16
Career Education	23	2
Language	2	2
Typing	4	2

Math, with 44% of the ratings on the negative side, and science, with 33% negative, were the lowest-rated courses by the students. It is of particular interest that

these two subjects were also presented by the learning counselors as ones which they had trouble presenting.

As a final aspect of student data, the EBCE group was asked to list the strengths and weaknesses of the program. On the strengths side, the students primarily listed their opportunities for interest exploration, to learn responsibility, to gain maturity, to explore the world of work, to have a good learning experience and to learn about people. Student recommendations to strengthen the weak points of the program included the availability of more job sites, less homework, better math presentation, additional learning coordinators and a better rotation of sites in order that more people can explore their interests. Students also expressed negative feelings concerning their inability to be active in school functions and indicated that they were not treated equally by regular school teachers who monitored the extracurricular activities.

Learning Coordinators - Group interviews administered to the Learning Coordinators focused upon the subjects they taught, those subjects which were problems to them, the core materials utilized, the strengths and weaknesses of the program and their general evaluation of the EBCE program.

Table 6 summarizes the subjects that were listed as responsibilities by the coordinators.

Since no one person should be expected to be qualified in all of these areas, the coordinators were asked to name their main problem areas. Math, especially the upper level courses, was listed as the main area of weakness. Science was also noted, and one coordinator also listed English.

Table 6

LEARNING COORDINATORS TEACHING RESPONSIBILITIES

English a. Grammar b. Composition c. Literature d. Communications skills	Social Studies a. American Studies b. Criminal Studies
Math a. Career Math b. Geometry c. General Math d. Business Math e. Algebra I f. Algebra II	Science a. General Biology b. Modern Biology c. Advanced Biology d. General Science e. Oceanography
	Career Education
	Typing
	Physical Education

Even though one school did not receive the core materials and the program only began in February, a good number of the core resources were used. Forty-six of the references listed in Appendix F were noted as being used regularly. A better evaluation of these materials can be obtained during the second phase of the project.

The coordinators list the strengths of the program as:

1. Students learn about careers and thus are able to make wiser career decisions.
2. Students receive individual instruction and attention.
3. Students gain in:
   a. self-respect
   b. becoming responsible
   c. interest in academic areas
4. Students learn "social skills":
   a. communicating with co-workers
   b. reporting to work on time
   c. taking orders

The weak areas of the program were reported to be:

1. Employers not returning the student evaluation form.
2. Inadequate physical facilities and resource materials.
3. Incomplete communication between project office and the coordinators.
4. Limited access of students to school activities.
5. Not enough job sites to handle all students.
6. Difficulty in teaching all academic subjects.
7. Resource people (employers) did not fully utilize the EBCE staff nor did they fully cooperate in terms of supplying immediate student evaluation.

In general, the final comments of the Learning Coordinators were very positive in that they felt the students were well served by the program.

Other Project Staff - Personal interviews were also held with the Project Director and Project Coordinator. Information received at this time related to general program functioning.

It was reported that students would receive partial credits for EBCE participation this year (1976-77), but in the future a full credit will be awarded for each class, or five credits for the year.

A second point of information relative to the program operation was that no advisory committee for planning was created at the onset, but one was formed in March and has been active since then.

The EBCE staff participated in a one-week training program conducted by Appalachian Education Lab. The EBCE program, as originally designed, was geared to an older student. However, the Cabell County EBCE program focuses on tenth graders so that these students can make decisions concerning career preparations in their eleventh and twelfth years. It would appear that future AEL presentations concerning the Cabell County program would be particularly beneficial if they were adapted to the tenth grade application.

Within-district program presentation is also needed. Both teachers and administrators should receive a thorough orientation regarding the purposes, objectives and activities of such an innovative program as EBCE.

The main weaknesses seen in the program by the Project Director and Project Coordinator were that it is very difficult for one Learning Coordinator to teach five or six classes and that facilities available to the Learning Coordinators were often lacking.

The strong points of the program were reported to be the individualized approach, the opportunity to explore careers and the increased social skills and level of maturity exhibited by the students.

Other Educators Within the District - The purpose for receiving input from professional educators is to allow decision makers to utilize the expertise of a diverse population of school personnel in making adjustments and alterations in the EBCE program for the 1977-1978 school year. The principal, an assistant principal, a counselor and two teachers from each school were asked to give their personal opinions about the program.

The persons who were interviewed were very open and willing to provide all the information they could. Without exception, the persons interviewed clearly indicated that their remarks were related to the EBCE program and not to the qualification or effectiveness of the EBCE teacher.

Many educators recognize a paradox which seems to exist in the EBCE program. Generally, sophomore students are rather immature. Many students appear to be too immature to adequately handle the responsibilities which are thrust upon them in the EBCE program. On the other hand, the program has provided students with the opportunity to accept responsibilities and become more mature. Some of the persons interviewed were doubtful of the merits of offering the EBCE program at the sophomore level.

Many factors oppose the potential effectiveness of the EBCE program when it is placed at the sophomore level rather than in the eleventh or twelfth grades. All the students are new to the high school and will not have time to develop peer relationships and identity with the school.

The EBCE program is designed as a two-semester program. Some educators express concern for those students who may not be motivated to continue the program during the second semester. Some students may not desire two semesters of the program, while others may not be able to adjust to the academic requirements or the work sites. All courses appear to be designed to continue for a full year and very few electives are offered.

The EBCE program is viewed as an alternative approach to education which possesses the potential for providing relevance to specific academic subjects. In considering EBCE as an alternative program, many of the persons interviewed question the reason for the large number of students in the EBCE program who have been successful in regular classes, as reflected in their high grades. Many educators feel that the program can have a greater impact on students who are experiencing academic difficulties than on students who are successful in regular classes.

Too few school personnel are involved in the EBCE program. Many teachers do not know who the EBCE students are or what is being done in the classroom or at the work sites. The teachers are skeptical of the competencies which the student will possess when he completes the EBCE program. Many school personnel question the process used in selecting the EBCE students.

The EBCE program seems to be separate and apart from the school in which it finds itself. The EBCE students do not take part in extracurricular activities. Quite often students are not advised of the school activities in which they may want to participate. The EBCE students are completely segregated from the day-to-day activities in their school.

The source of funds for a teacher's salary should not dictate the level of participation of that teacher in carrying out in-school duties. According to the sample of teachers, principals and counselors interviewed, the EBCE teachers are not responsible for in-school duties and are therefore not viewed as a part of the school staff.

The area which elicits the greatest amount of comment, criticism and advice is related to the quality of the academic work in the EBCE program. Many of those interviewed thought that the academic courses should be taught in regular classes by teachers who are certified in the subjects being taught. It was also felt that the students should attend at least two regular classes, with the EBCE teacher possibly teaching one or two courses in which he/she is certified.

Another alternative suggestion was that the EBCE teacher not be responsible for teaching any classes other than a career development class. The EBCE student would then take a reduced course load of two or three regular classes and, at a later time, make up the credits lost.

There appears to be a general consensus that the on-site work experience helps the student to some degree in his/her career development because it allows the student to explore careers on a personal level. However, the amount of time spent on the work site as opposed to in-school time was questioned. It is recognized that the experiential nature of the program provides the students with learning situations which cannot be duplicated in school buildings.

It appears as though the EBCE teacher does not have sufficient time to adequately develop the work site or to maintain a high quality career development experience for the student. It was felt that too few rules were established to adequately govern the students' behavior away from the school building.

Public relations, information dissemination and promotion of the EBCE program appears to be rather weak. Many of the educators interviewed were somewhat vague about the reasons for the program and its intent. Many were not aware of the positive and negative elements of the program.

Employers - Data from employers was collected by mailed surveys and by student evaluation forms sent by the Learning Coordinators. Thirty-two of the employers, or 50%, returned the mailed questionnaires. Seventy-three of one hundred eighty (41%) of the student evaluation forms were returned.

The employer questionnaires dealt with EBCE staff support, on-site services, student activities, interest and reaction to the program, program effectiveness and continuation, student skill acquisition and the strengths and weaknesses of the program.

Table 7 presents the employer ratings of services which were provided by the EBCE staff.

Table 7

SUPPORT SERVICES PROVIDED BY EBCE STAFF

Services Provided	Ratings			
	Excellent	Good	Fair	Poor
Planning student activities	8 (26%)	13 (42%)	5 (16%)	5 (16%)
Understanding the purpose of student placement	16 (50%)	12 (38%)	2 (6%)	2 (6%)
Obtaining feedback on student programs	11 (34%)	11 (34%)	7 (22%)	3 (9%)
Obtaining follow-up information about the student	10 (31%)	11 (34%)	5 (16%)	6 (19%)

It can be noted in Table 7 that the staff was best able to serve the employers in terms of explaining the purpose of student placement. Some work, however, is

needed in supplying the employers with follow-up information and also in planning for student activities.

The on-site services provided by the employers for the EBCE students are listed in Table 8.

Table 8

SUPPORTIVE SERVICES PROVIDED BY EMPLOYERS TO EBCE STUDENTS

Services Provided	Frequently	Occasionally	Seldom	Never
Talk about job opportunities	16	16	0	0
Talk about student's personal problems	10	9	9	4
Talk about work assignments	20	11	0	1
Assist students in non-job-related assignments	9	5	8	10
Help plan individual student assignments	23	2	4	2
Evaluate individual student assignments	17	10	4	1
Supervise student activities	21	9	0	1

Table 8 indicates that employers saw their first priorities as helping to plan individual student assignments, supervising student activities and talking about work assignments. They spent much less time in assisting students in non-job-related assignments and talking about the student's personal problems.

Information concerning how students spent their time at the employment sites is presented in Table 9.

Table 9

EBCE STUDENT SITE ACTIVITIES

Activities	Frequently	Occasionally	Seldom	Never
Observing site activities	25	7	0	0
Researching from site materials	8	13	5	6
Actively performing site activities	18	7	6	1
Completing application and hiring procedures	7	4	3	16
Talking with site personnel	27	5	0	0
Individual study	14	7	5	5

Table 9 indicates that students spent a majority of their time observing site activities and talking with site personnel. Although a good number were also listed as actively performing site activities, some indication is given that at some sites a passive rather than an active exploration took place. The process of completing application and hiring procedures was the least carried out student activity.

In addition to reporting about support services and site activities, the employers (resource people) were also questioned about the interest and reactions of various groups. This data is presented in Table 10.

Table 10 indicates a generally positive feeling both from the students concerning the sites and from all groups concerning the program.

Table 10

EMPLOYER INTEREST AND REACTION RATINGS

Source	Definitely Positive	Slightly Positive	Slightly Negative	Definitely Negative
Student's interest in site	20	8	2	2
Employee's reaction to EBCE program	19	7	5	1
Top level management reaction to EBCE program	19	9	3	0
EBCE student's interest in program	18	10	2	2
Resource persons' reaction to the program	20	8	3	1

When asked about the effectiveness of the program, 85% of the employers stated that it was effective. Additionally, 91% said that it functioned as they were led to believe when recruited. When questioned as to whether they would continue in the program, 66% said yes, 28% were unsure and only 6% said no.

In response to inquiry concerning whether students were able to gain basic occupational skills, twenty-three of twenty-nine employers (79%) answered in the affirmative. Although the extent of skill acquisition differed, a number of employers were very pleased with the students as workers.

The strong points of the program, as listed by the employers, included the opportunity for students to explore careers and interests, the screening and proper placement of interested individuals, the cooperation with the Learning Coordinators, the "great" students and the extra help at less expense for employers.

The weak points as listed by the employers were that students were not rotated enough, some students were too immature, not enough students are able to participate, too much school time missed, no orientation for students and employers and not enough student follow-up.

The second instrument, the student evaluation form, yielded information in two areas; student personal qualities and special comments about students.

Table 11 reports the actual frequency data relative to the employer ratings, whereas Table 12 presents the same data in terms of percentages.

In general the students were rated very well, with highest ratings in the areas related to honesty, sincerity and dependability. The lowest rating was in the area which dealt with asking the appropriate questions.

Special comments made about students included:

1. They were willing to work.
2. They were accepted by all staff members.
3. They showed high interest in their exhibited appropriate skills.
4. They were friendly and dependable.
5. They learned rapidly.

Table 11

EMPLOYER EVALUATIONS OF PERSONAL QUALITIES

Behavior	EBCE Student Ratings					
	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Accepts and understands the needs, feelings and faults of others	11	27	22	0	0	6
Accepts and fulfills responsibilities	15	28	21	1	0	0
Exercises good judgment	8	31	23	0	1	2
Is friendly and courteous	18	28	13	7	0	0
Has a sense of humor	15	22	23	2	0	0
Is accepted well by other employees	15	26	14	0	0	9
Is dependable	24	31	9	0	0	0
Is willing to accept suggestions	20	29	16	0	0	0
Conscientious in fulfilling assignments	20	29	14	1	0	0
Follows directions	19	31	14	0	0	0
Work is neat and accurate	15	29	17	1	0	2
Is honest and sincere	27	25	15	0	0	0
Asks appropriate questions	17	19	26	2	0	0
Reports to site on time	23	31	10	0	1	0
Is cooperative and industrious	18	32	11	2	0	0

Table 12

EMPLOYER EVALUATION - PERCENTAGE BREAKDOWN

Behavior	% of Students					
	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Accepts and understands the needs, feelings and faults of others	18	45	37	-	-	
Accepts and fulfills responsibilities	23	43	32	2	-	
Exercises good judgment	13	49	37	2	-	
Is friendly and courteous	27	42	20	11	-	
Has a sense of humor	24	35	37	3	-	
Is accepted well by other employees	27	47	25	-	-	
Is dependable	38	48	14	-	-	
Is willing to accept suggestions	31	45	25	-	-	
Conscientious in fulfilling assignments	31	45	22	2	-	
Follows directions	30	48	22	-	-	
Work is neat and accurate	24	47	27	2	-	
Is honest and sincere	40	37	22	-	-	
Asks appropriate questions	27	30	41	3	-	
Reports to site on time	35	48	15	-	2	
Is cooperative and industrious	29	51	17	3	-	

Parents - A total of thirty-two of seventy-seven, or 42%, of the parents responded to a mailed questionnaire. This instrument focused upon student behaviors, program effectiveness, parents' ratings and program strengths and weaknesses.

The next four tables report data concerning four student behaviors: interest in school, motivation toward school, progress in academic areas and awareness about careers both before and after participation in the program. Data in these tables can be extrapolated by moving first across for the pre-rating and then down for the post-rating. For example, in Table 13, four people were rated excellent in both cases, whereas two were rated good on the pre-measure and excellent on the post-measure. Continuing the first row, one student was rated fair and improved to excellent, and nobody went from poor to excellent.

Table 13 presents data about student interests.

Table 13

PARENT RATING OF STUDENT INTEREST

POST PROGRAM \ PRE PROGRAM	Excellent	Good	Fair	Poor
Excellent	4	2	1	0
Good	2	5	9	2
Fair	0	0	3	1
Poor	1	1	1	0

The EBCE students' interest in school, according to parent ratings, benefited as a result of the program. Fourteen students were seen as having a more positive interest, twelve stayed the same and only five decreased.

Table 14 reports data on student motivation.

Table 14

PARENT RATING OF STUDENT MOTIVATION

POST PROGRAM	PRE PROGRAM: Excellent	Good	Fair	Poor
Excellent	3	3	3	0
Good	2	4	7	3
Fair	0	0	2	1
Poor	1	1	1	0

An even higher frequency of gain was identified in motivation. Seventeen students increased, nine remained the same and five decreased.

Table 15 contains data about student progress in academic areas.

Table 15

PARENT RATING OF STUDENT PROGRESS

POST PROGRAM	PRE PROGRAM: Excellent	Good	Fair	Poor
Excellent	2	4	2	0
Good	0	8	10	0
Fair	0	0	3	0
Poor	1	1	1	0

Only three students decreased in this area (student progress), thirteen remained the same and sixteen increased.

Table 16 consists of information about the parent ratings of student career awareness.

Table 16

PARENT RATING OF STUDENT AWARENESS

POST PROGRAM	PRE PROGRAM: Excellent	Good	Fair	Poor
Excellent	3	2	7	1
Good	0	4	9	2
Fair	0	1	2	0
Poor	0	0	1	0

As might be expected, awareness was the most positive area of student gain in that only two decreased, nine remained the same and twenty-one increased.

In addition to reporting positive gains made by the students, twenty-seven of thirty-one, or 87%, of the parents indicated that they would want their son or daughter to continue participation in the EBCE program if possible. Reasons stated by parents as to why they were in favor of their children repeating the program were:

1. The program presents a good education.
2. The students gained affectively especially in terms of maturity and self-confidence.
3. The child became more interested in school.
4. The student had an excellent chance to explore careers.

Parents who would not consent to a repetition listed the following reasons:

1. The children miss too much school time.
2. Chosen career sites are not available for some students.
3. The program is too much for one teacher to handle.

A majority (88%) of the parents rated the program to be effective. Seventy-five percent felt that good business and community resources were available in the program, and all parents reported that their students discussed the program at home.

The strong points of the program included by the parents were:

1. Positive student attitudes.
2. Students learning to accept responsibility and gaining in maturity.
3. Students learning about careers and the need for education.
4. The individualized attention.

Weaknesses identified included:

1. Not enough academic preparation.
2. Not enough job sites.
3. Not enough feedback to parents.

Project Records - Results relative to most of the objectives listed in Appendix A have already been presented. One other data source, project records, was examined in order to complete the assessment procedures.

The first point of interest was that eighty-one job sites, some with multiple placement opportunities, were identified during this four-month phase of the project. Given the abbreviated year, this would seem to meet prestated objectives.

Attendance records of both the EBCE students and all tenth grade students in the county were examined. The net result was that all tenth grade students were present 90% of the time and EBCE students attended at a 94% rate. This indicates that the

EBCE students did not use the freedom offered by the program as a means to skip school.

Other project documents studied were the Student Activity Sheets. These records noted two facts. First, the students did complete work in their Career Guides as required by the program. The second informational item deals with the use of the activity sheets. The general format of the forms allows space for the Learning Coordinators to list an objective, a sub-concept description and related activities. In the initial part of the project, the forms were used as intended--to lay out an individualized package for each student. As time progressed, however, the form became no more than a paper on which to list homework assignments.

Chapter IV

SUMMARY

In general, the Cabell County EBCE functioned very well during its abbreviated initial stage. The overall reaction of people associated in various manners with the program was generally positive. The gains, in terms of student test scores, were not always, however, up to hypothesized standards. The short time period between data collection efforts could very well have caused some of the inconsistencies. A comprehensive follow-up of students during the 1977-78 school year should offer more meaningful data.

The remainder of this report consists of recommendations which grew out of the previously-stated results. These recommendations fulfill a prime requisite of a formative evaluation in that they relate to situations which can be altered and, therefore, should facilitate the functioning of the future phases of the program.

CHAPTER V

RECOMMENDATIONS

1. An orientation program should be held in order to explain the program to students, parents and employers.
2. Better communications concerning the program must be initiated within the school district. Inservice programs for teachers, counselors, administrators and other school district personnel are critical to the success of the program.
3. The teaching responsibilities of the Learning Coordinators must be lessened. Three separate alternatives might be suggested:
   a. More Learning Coordinators be added who would be responsible for the specialized courses.
   b. An advisory committee of subject areas, teachers and counselors be established to work closely with the EBCE teacher concerning the EBCE students.
   c. EBCE students be scheduled for regular classes in mathematics, science and foreign languages and the teaching requirements of the EBCE teachers be reduced to only a few days a week.
4. Closer cooperation must exist between the Learning Coordinators and the resource people. In order to do this efficiently, the EBCE teacher's schedule should allow for more time away from school to work with both EBCE students and employers. If a positive relationship were built and the Learning Coordinators and resource people could complete the evaluation forms together and also block time for student follow-up, the weaknesses as suggested by both groups could be remedied.

5. A better system of rotating students between job sites should be instituted. This system should eliminate the possibility of one person spending too much time at any site and, thus, hindering the career exploration of others.
6. A directory of possible placement sites should be available to the students and their parents as early in the school year as possible.
7. A better system of communication with parents should be instituted and maintained throughout the school year.
8. Students should be made aware of school activities in order that they may maintain important peer relationships. This might be done by a combination of the following suggestions:
   a. More in-school time should be provided to the students at the beginning of the year so that these relationships might develop.
   b. A news letter of school activities should be circulated.
9. Better use should be made by the Learning Coordinators of the student activities sheets. These forms should serve the purpose of building a learning unit and not serve solely as a homework list.
10. A comprehensive follow-up of the EBCE students in the eleventh grade should take place.
11. EBCE students might be given the opportunity to participate in alternative elected courses during the second semester.
12. An effort must be made to include the EBCE teachers as an integral part of the school staff.
13. The possibility of reducing the number of hours per week spent on site by students should be studied.
14. A concerted effort should be made to provide more career exploration opportunities for handicapped students.

APPENDIX A

APPENDIX A

STUDENT OUTCOME AND DIRECTLY RELATED PROCESS OBJECTIVES

Outcome Objective	Process Objectives
1. Students will make significant gains in their knowledge of occupations and work related roles.	a. Each student will actively participate in at least four work experience sites commensurate with his or her plans and goals.
	b. Each student will interact with the school counselor at least three times during the year about relevant occupational information.
	c. Each student will have at least two discussions with the Learning Coordinator about occupational requirements and work roles at each work site in which they participate.
	d. Each student will use a variety of EBCE "Core Materials" on career education in the Learning Center and other career information from the school counselor.
	e. Each student will perform the activities in Sections III and IV of the "Student Career Guide".
	f. Each student will discuss occupational requirements and work roles with his or her parents or other older relatives at least twice during the year.
2. Students will make significant positive gains in their attitudes toward the work world and career choice behavior.	a. Each student will actively participate in at least four work experience sites and interact with workers about the role and satisfactions of work for them and how they chose their occupation.
	b. Each student will interact with the school counselor at least twice during the year concerning the affective aspects of work.

APPENDIX A (Continued)

STUDENT OUTCOME AND DIRECTLY RELATED PROCESS OBJECTIVES

Outcome Objectives	Process Objectives
3. Students will exhibit a significant increase in awareness and knowledge of their abilities, aspirations, and interests.	a. Each student will interact with the school counselor about indications of abilities and interests from previous test results and other indicators.
	b. Each student will perform the activities in Sections II and III of the "Student Career Guide".
	c. Each student will assess his or her abilities and interests in relation to the occupations at each work site in which they participate and discuss them with the work site Resource Person.
	d. Each student will discuss his or her abilities, aspirations, and interests with the Learning Coordinator at each work site in which they participate.
	e. Each student will discuss his or her abilities, aspirations, and interests with parents or other older relatives at least twice during the year.
4. Students will significantly increase their confidence and self-direction in making educational and career plans.	a. Each student will perform the activities in the "Student Career Guide".
(1) Students will be more able to choose realistic career goals.	b. Each student will participate in at least two sessions with the school counselor in relating his or her self to educational programs, occupations, and work roles.
(2) Students will be more capable of planning for their future.	c. Each student will interact with the Learning Coordinator and/or the work site Resource Person at least four times during the year concerning educational and career choice behavior.
(3) Students will be more capable of solving the problems confronting them in reaching their goals.	d. Each student will participate in at least two small group sessions with fellow students and the Learning Coordinator to discuss considerations in educational and career planning.

APPENDIX A (Continued)

STUDENT OUTCOME AND DIRECTLY RELATED PROCESS OBJECTIVES

Outcome Objectives	Process Objectives
5. Students will significantly improve their job seeking skills.	a. Each student will participate in complete application and hiring procedures at a minimum of one work site and get feedback from the employer.
	b. Each student will complete the activities in the "Student Career Guide" related to seeking and acquiring a job.
	c. Each student will use the EBCE "Core Materials" on finding and acquiring a job and interact with the Learning Coordinator about competencies in this area.
6. Students will acquire some of the basic skills specifically related to chosen occupational clusters.	a. Each student will participate in at least four work sites during the year commensurate with his or her abilities, interests and aspirations.
	b. Each student will successfully complete his or her established goals for the program.
7. Students will at least maintain their same relative position with regard to achievement in the academic areas of language, mathematics, social studies and science.	a. Each student who satisfactorily completes the program will earn and be awarded at least five credits during the year applicable to graduation requirements. The suggested credits will be in the general areas of language, mathematics, social studies, science and career education.
	b. Each student will plan and complete activities which integrate academic and career knowledge and skill development through the combined resources of the EBCE Learning Center, the community and the work experience site.

STUDENT OUTCOME AND DIRECTLY RELATED PROCESS OBJECTIVES

Outcome Objectives	Process Objectives
8. Students will have a positive attitude toward the EBCE program, their parents, their community and their nation.	a. Each student will complete the EBCE program and in doing so will interact in a meaningful way with his or her parents, school, community and work world.
(1) Students will be less inclined to drop out of school than other 10th graders in the county.	b. Each student will participate in planning and decision-making activities which will help them to become self-directing and responsible.
(2) Students will be less inclined to be absent from their learning stations than other 10th graders in the county.	c. Each student will discuss each work site in which they participate with the Learning Coordinator with regard to their attitudes about work and toward the occupations represented.
	d. Each student will use a variety of EBCE "Core Materials" on career education attitudes and benefits of work.
	e. Each student will perform the activities in Sections III and IV of the "Student Career Guide".
	f. Each student will discuss work satisfactions and benefits with his or her parents or other older relatives at least twice during the year.

APPENDIX A (Continued)

COMMUNITY OUTCOME AND DIRECTLY RELATED PROCESS OBJECTIVES

Outcome Objective	Process Objectives
1. Involved parents, employers, business and industrial employees, and manpower agency personnel will exhibit a positive attitude toward the EBCE program.	a. Parents, emplbyers, labor representatives, and manpower agency personnel will be involved in planning and carrying out the program through the advisory committee.
	b. Parents and work site Resource Persons will be involved in planning, conducting and evaluating students' learning activities.
	c. At least four newsletters will be distributed to involved community members and two human interest stories about the program will be published in appropriate newspapers during the year.
2. All levels of school administrative personnel will exhibit a positive attitude toward and continued support for the EBCE program.	a. School administrators will be kept informed about program activities and outcomes by the Director and Learning Coordinators.
	b. School administrators will be represented on the project's Advisory Committee.
3. The community will be improved economically and socially as more students are able to make meaningful entry and adjustments in the labor force.	a. All processes involved in conducting the program.

APPENDIX A (Continued)

GENERAL PROGRAM PROCESS OBJECTIVES

Process Objectives

1. Each student will plan and participate in an integrated and interdisciplinary curriculum.

2. Each student will have his or her total program coordinated and primarily guided by a single staff member.

3. Each student will plan and carry out a sequence of learning activities in a variety of modes and tailored to his or her individual goals, needs, abilities and interests.

4. At least 150 work sites will be analyzed and made available for student use as learning stations.

5. At least 12 work sites will be utilized which have females or males in non-traditional work roles for their sex.

6. Parental approval will be obtained to allow student participation and analysis of collected data.

7. The AEL/EBCE concepts and program materials will be used in conducting the project.

8. The Director and Learning Coordinators will be trained and assisted in conducting the program, including work site analysis, by AEL personnel.

9. Occupational Safety and Health Administration regulations will be considered in selecting work sites and placing students.

10. An EBCE Learning Center with "Core Materials" will be established in each of the participating high schools.

APPENDIX B

APPENDIX B

TEST OF ACADEMIC PROGRESS

The following four subscales of the Tap were used:

SOCIAL STUDIES - This 80 item test contains items which sample the following areas of content:

1. AMERICAN HISTORY
   - A. Cultural and intellectual development
   - B. Political development
   - C. Social and economic development
   - D. Foreign relations
2. GEOGRAPHY
   - A. Physical environment
   - B. Physical and human relationships
3. WORLD HISTORY
   - A. Beginnings and early development of civilization
   - B. Development of Western Civilization
4. AMERICAN GOVERNMENT
   - A. Principles and values of democracy
   - B. Individual and group participation
5. ECONOMICS
   - A. Production, distribution and consumption of goods and services
   - B. Comparative economic systems
6. SOCIOLOGY
   - A. Structures and institutions
7. SKILLS
   - A. Ability to interpret data in graphic form
   - B. Ability to apply problem-solving and critical-thinking skills

SCIENCE - This 80 item test contains items which sample the following areas of content:

1. BIOLOGY

   A. Unity - life processes
   B. Diversity - variety in plants and animals
   C. Continuity - reproduction, heredity, evolution
   D. Interaction - living organisms and their environment, ecology

2. PHYSICS

   A. Heat
   B. Electricity and magnetism

3. CHEMISTRY

   A. Matter, chemical changes and principles of reaction
   B. Atomic structure, bonding, periodic tables
   C. Acid-base theories, ionization, solutions
   D. Metals, non-metals, organic compounds

4. EARTH SCIENCE

   A. The earth's surface and waters
   B. Constructive and destructive forces
   C. The atmosphere and air masses
   D. The earth in space and in motion

READING - This 64 item test contains items of the following four types:

1. IDENTIFICATION requires the reader to locate and recognize explicitly stated facts, details and relationships. Success in this task usually requires focusing on a small portion of the selection - sometimes only a phrase and usually no more than a sentence.

2. COMPREHENSION requires the reader to understand the identified facts, details or relationships. Success in this task requires the student to locate and coordinate all pertinent information. It entails searching for meanings. Although all necessary data are contained in the materials read, the reader must be aware of the connotations of words and phrases and must recognize data or ideas when they are translated into different terminology.

3. APPLICATION requires the reader to ascertain the implications of the material that he has identified and comprehended. Success in this task requires the reader to *apply* his coordinated information in order to draw conclusions and make inferences. Within the test there is wide variation in the difficulty of items which are designed to measure competency in making applications. In some cases the implications are rather obvious and the reading problem is less difficult than that of locating and coordinating a number of facts and relationships. In other cases the application requires steps in reasoning that may make it a far more difficult task than that of making a general evaluation of a selection.

4. EVALUATION requires the reader to perceive the general theme of the selection or the purpose of the author. Success in this task requires a focus on the entire selection to discern its central theme or purpose. Again, there are wide variations in the difficulty of the reading task. Sometimes the selection is short and relatively simple and the author's goal is fairly obvious; at other times the selection may be long and complex and appear to have several, or even conflicting, goals so that a fine level of discernment is required to choose the best of the five answers presented in the test exercise.

Each test exercise has been classified in terms of the specific competency needed to respond to it correctly. Some exercises could be placed in more than one of the four categories, and are coded according to the highest level of competency needed to answer the question.

MATHEMATICS - The content of this 68 item test covers the following areas of interest:

1. ARITHMETIC

   A. Properties of numeral systems 12, 31*, 34, 67*, 86
   B. Fractions and ratio 2, 3, 6, 13, 14, 27, 33, 48, 49, 81, 82, 83, 85
   C. Percentage 1, 14, 15, 22, 50, 88
   D. Divisors and multiples 6, 19, 23, 33, 65, 75, 81, 82, 85, 87
   E. Interpretation of statistical graphs 21, 22, 72, 73
   F. Statistics 5*, 51*
   G. Square root 28, 37, 70*

2. ALGEBRA

A. Use of algebraic language 4, 8, 17, 41, 43, 46, 52, 63, 73*
B. Negative numbers 18, 24, 41, 53, 58, 68, 79
C. Equations in one variable 3, 35*, 53, 59*, 84, 91
D. Inequalities 32*, 42*, 60, 68*, 71*, 90*
E. Simultaneous equations and simultaneous inequalities 16*, 62*
F. Exponents and radicals 41, 54, 58, 66*, 69
G. Products and factoring 54, 59*, 66*, 91, 94*
H. Fractions 57, 59*, 63, 75, 84, 94

3. GEOMETRY

A. Similan figures 27, 49
B. Areas and volumes 8, 10, 11, 26, 43, 48, 55, 56, 77, 78
C. Pythagorean relation 28, 70*, 74, 93*, 95
D. Circles 36, 78
E. Coordinate geometry 79, 80, 92*
F. Spacial visualization 10, 11, 38, 55, 56, 60
G. Other 39, 44, 60, 61, 64

4. STRUCTURE

A. Properties of number systems 9*, 35, 39*, 40, 47*, 89*
B. Recognition of patterns 7, 20*, 30, 44, 47*, 76

5. OTHER TOPICS

A. Estimation and approximation 22, 37, 70*, 78, 86
B. Use of set language 25, 32*, 40, 45*, 71*, 91, 92*

APPENDIX C

CAREER MATURITY INVENTORY

Both the Attitude and Competency Tests of this instrument were used.

ATTITUDE SCALE - This instrument measures individual reactions to items in five attitudinal clusters: involvement in the choice process, orientation toward work, independence in decision-making, preference for career choice factors and conceptions of the choice process.

COMPETENCY TEST

Part 1 - Knowing Yourself - this subscale was designed to measure self-awareness in the process of career decision-making.

Part 2 - Knowing About Jobs - this subscale measures an individual's knowledge of the world of work.

Part 3 - Choosing A Job - this subscale offers a measure of the student's ability to relate themselves to a work situation.

Part 4 - Looking Ahead - planning for one's future in the world of work is the emphasis of this subscale.

Part 5 - What Should They Do - this subscale deals with the individual's ability and problems that might arise in choosing careers.

APPENDIX D

EMPLOYER QUESTIONNAIRE

Name_____

Name of Company/Agency_____

Directions: For questions 1 through 7 circle the word on the right that best presents your answer.

1. How well was the EBCE staff able to assist you in the following areas:

   A. Planning student activities..... Excellent Good Fair Poor

   B. Understanding the purpose of student placement..... Excellent Good Fair Poor

   C. Obtaining feedback on student progress..... Excellent Good Fair Poor

   D. Obtaining follow-up information about the students.. Excellent Good Fair Poor

2. How often did you or someone at your site provide the following services to the EBCE students?

   A. Talk about job opportunities..... Frequently Occasionally Seldom Never

   B. Talk about student's personal problems..... Frequently Occasionally Seldom Never

   C. Talk about work assignments..... Frequently Occasionally Seldom Never

   D. Assist students in non-job-related assignments..... Frequently Occasionally Seldom Never

   E. Help plan individual student assignments..... Frequently Occasionally Seldom Never

   F. Evaluate individual student assignments..... Frequently Occasionally Seldom Never

   G. Supervise student activities..... Frequently Occasionally Seldom Never

3. How did students spend their time at your site:

   A. Observing site activities..... Frequently Occasionally Seldom Never

   B. Researching from site materials..... Frequently Occasionally Seldom Never

   C. Actively performing site activities... Frequently Occasionally Seldom Never

   D. Completing application and hiring procedures..... Frequently Occasionally Seldom Never

   E. Talking with site personnel..... Frequently Occasionally Seldom Never

   F. Individual study..... Frequently Occasionally Seldom Never

4. How would you rate each of the following:

A. EBCE student's interest in your site.....	Definitely Positive	Slightly Positive	Slightly Negative	Definitely Negative
B. Your employees' reaction to the EBCE program.....	Definitely Positive	Slightly Positive	Slightly Negative	Definitely Negative
C. Top level management reaction to the EBCE program.....	Definitely Positive	Slightly Positive	Slightly Negative	Definitely Negative
D. EBCE student's interest in the program.....	Definitely Positive	Slightly Positive	Slightly Negative	Definitely Negative
E. Your personal reaction to the program.....	Definitely Positive	Slightly Positive	Slightly Negative	Definitely Negative

5. Do you think your company will continue working with the EBCE project during the next couple of years? ..... Yes Unsure No

6. Based on the students and staff you've met, how effective do you feel the program was?..... Very Effective Somewhat Effective Ineffective

7. Do you feel the program functioned as you were led to believe when you were recruited as an employer site?..... Yes No

Directions: Please respond to each of the following questions. Use the back of this page if necessary.

8. Were the students at your site actually able to gain basic occupational skills? (Please provide a detailed answer).

_____

_____

_____

_____

_____

9. What are the strengths of the EBCE program?

_____

_____

_____

_____

_____

10. What are the weaknesses of the EBCE program?

_____

_____

_____

_____

APPENDIX E

PARENT QUESTIONNAIRE

School_____

Directions: For questions 1 through 6 circle the word on the right that best presents your answer.

1. How would you rate each of the following for your son or daughter before they were in the EBCE program?

   A. Interest in school ..... Excellent Good Fair Poor

   B. Motivation toward school ..... Excellent Good Fair Poor

   C. Progress in academic areas ..... Excellent Good Fair Poor

   D. Awareness about careers ..... Excellent Good Fair Poor

2. How would you rate these items for your son or daughter since they have been in the EBCE program?

   A. Interest in school ..... Excellent Good Fair Poor

   B. Motivation toward school ..... Excellent Good Fair Poor

   C. Progress in academic areas ..... Excellent Good Fair Poor

   D. Awareness about careers..... Excellent Good Fair Poor

3. How often does your son or daughter talk to you about the EBCE program?

   Almost always Sometimes Almost Never Never

4. How would you rate the business or community resources available in the EBCE program? ..... Excellent Good Fair Poor

5. Which of the following best describes how you would rate the effectiveness of the EBCE program?..... Excellent Good Fair Poor

6. If you had to do it over again, would you want your son or daughter to participate in the EBCE program?

   Yes No

Please use this space to explain your answer._____

_____

_____

_____

_____

_____

_____

_____

7. What are the strengths of the EBCE programs?

8. What are the weaknesses of the EBCE programs?

APPENDIX F

APPENDIX F

EBCE "CORE MATERIALS"

Career Education

The following bibliography represents those materials listed in EBCE's five Cross Reference Catalogues. The bibliography provided a suggestion for materials that may be used to support activities listed in the catalogues. Any suitable materials may be substituted for items on the list, especially in cases where schools already own suitable copies.

All prices quoted are 1974 list prices and may have changed.

1. Blackledge, Ethel, H., Walter L., and Kelly, Helen J.; You and Your Job, 1967, South-Western Publishing Company. $2.12.

2. College Scholarship Service of the College Entrance Exam Board, Meeting of College Costs In 1974-75, (College Board Publication Orders, Box 2815, Princeton, N.J. 08540). Free.

3. Dare, Beatrice and Wolfe, Edward; Keeping That Job, 1967, Follett Educational Corporation. $1.50.

4. Denues, Celia; Career Perspective: Your Choice of Work, 1972, Charles A. Jones Publishing Company. $3.95.

5. Hepner, Harry Walker; Psychology Applied to Life and Work, 1973, Prentice Hall, Inc. $11.80.

6. Keily, Helen and R. G. Walters; How to Find and Apply for a Job, 1960, South-Western Publishing Company. $1.25.

7. Kimbrell, Grady and Vineyard, Ben S; Activities for Succeeding in the World of Work, 1972, McKnight and McKnight Publishing Company. $2.95.

8. Kimbrell, Grady and Vineyard, B. S.; Succeeding in the World of Work, 1970, McKnight and McKnight Publishing Company. $7.96.

9. Marx, H. L., Jr., Editor; American Labor Today, 1965, H. W. Wilson Company. $4.50.

10. Paradis, Adrian A.; Labor in Action, The Story of the American Labor Movement, 1943, Julian Messner Division of Simon & Schuster, Inc. $4.29.

11. Thiemann, Norma L.; Handbook of Job Facts, rev. 1972, Science Research Associates. $4.85.

12. Turner, Richard H.; Changing a Job, 1967, Follett Educational Corporation. $1.50.

13. Turner, Richard H.; Holding a Job, 1967, Follett Educational Corporation. $1.50.

14. Turner, Richard H.; Looking for a Job, 1967, Follett Educational Corporation. $1.50.

15. Turner, Richard H.; Starting a Job, 1967, Follett Educational Corporation. $1.50.

16. Turner, Richard H.; Training for a Job, 1967, Follett Educational Corporation. $1.50.

17. United States Department of Health, Education and Welfare, Eligible Institutions Guaranteed Student Aid Program. Free (HEW).

18. United States Department of Labor; Dictionary of Occupational Titles, 1965. $7.75.

19. United States Department of Labor; Occupational Outlook Handbook, 1974-75 Edition, 1974. $6.85.

20. Zagoria, Sam, Editor; Public Workers and Public Unions, 1972, Prentice-Hall, Inc. $2.45.

Social Studies

1. Eric Barne; Games People Play, 1964, Grove Press, Inc. $1.45.

2. Bell, Gerald D.; Organizations and Human Behavior: A Book of Readings, Prentice-Hall, Inc. $5.95.

3. Bender, David L.; Constructing a Life Philosophy, 1971, Harper and Row. $2.95.

4. Blumer, Herbert, Hollingshead, August B., Hughes, Everett C.; Principles of Sociology, 1969, Barnes and Noble Books. $2.50.

5. Brock, Jan O. M., Webbs, John W.; A Geography of Mankind, 1973, McGraw-Hill Book Company. $12.95.

6. Coleman, John R.; Comparative Economic Systems, 1968, Holt, Rinehart and Winston, Inc. $4.12.

7. Crow and Crow; Child Psychology, 1953, Barnes and Noble Books. $1.95.

8. Ford, Richard B.; Tradition and Change in Four Societies: An Inquiry Approach, 1969, Holt, Rinehart and Winston, Inc. $5.68.

9. Hansel, C. E. M.; ESP: A Scientific Evaluation, 1966, Charles Scribner's Sons. $2.45.

10. Hughes, Helen MacGill; Crowd and Mass Behavior, 1972, Allyn and Bacon, Inc. $3.25.

11. Hughes, Helen MacGill; Life in Families, 1970, Allyn and Bacon, Inc. $3.25.

12. Hughes, Helen MacGill; Population Growth and the Complex Society, 1972, Allyn and Bacon, Inc. $2.24.

13. Hughes, Helen MacGill; Racial and Ethnic Relations, 1970, Holbrook Press, Inc. $3.25.

14. Hughes, Helen MacGill; Social Organizations, 1971, Allyn and Bacon, Inc. $2.00.

15. Katz, Jerrold J.; The Underlying Reality of Language and Its Philosophical Import, 1971, Harper and Row. $2.45.

16. Lindren, Henry Clay; How to Live With Yourself and Like It. 1953, Fawcett Publications. $.75.

17. Milt, Harry; Basic Handbook on Mental Illness, 1974, Charles Scribner's Sons. $2.95.

18. Morgan, Richard L.; Psychology: An Individualized Course, 1972, Westinghouse Learning Corporation. $7.95.

19. Nierenberg, Gerald I., Caleva, Henry H.; How to Read a Person Like a Book, 1973, Pocket Books. $1.95.

20. Palmer Stuart; Understanding Other People, 1955, Fawcett Publications, Inc. $95.

21. Pearl, Richard M.; Geology, 1966, Barnes and Noble Books. $2.50.

22. Pearson, Ross Norton; Physical Geography, 1968, Barnes and Noble Books. $2.00.

23. Sandberg, John H.; Introduction to the Behavioral Sciences: An Inquiry Approach, 1969, Holt, Rinehart and Winston, Inc. $5.80.

24. Schultz, Mindella; Comparative Political Systems: An Inquiry Approach, 1967, Holt, Rinehart and Winston. $4.12.

25. Simon, Sidney; Values Clarification, Hart Publishing Co., 1972. $3.95.

26. Sociological Resources for the Social Studies; Inquiries in Sociology, 1972, Allyn and Bacon, Inc. $7.56.

27. Weiss, Roger; The Economic System, 1969, Random House. $2.50.

AEP Pamphlets to be ordered from the Xerox Education Publications, Education Center, Columbus, Ohio 43200. (All $.50 each)

1. American Indians Today
2. The American Woman
3. Black in America
4. Colonial Africa
5. Community Change
6. Confrontation: The Cuban Missile Crisis
7. The Conservation Story
8. Courts and Law
9. Dissent and Protest
10. The Immigrants Experience
11. India and Pakistan
12. Intervention: The Vietnam Buildup
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